



Devon Forest Elementary

1127 Dorothy Street
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	1,144 Students	
Principal	Cristen Mitchum	843-820-3880
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

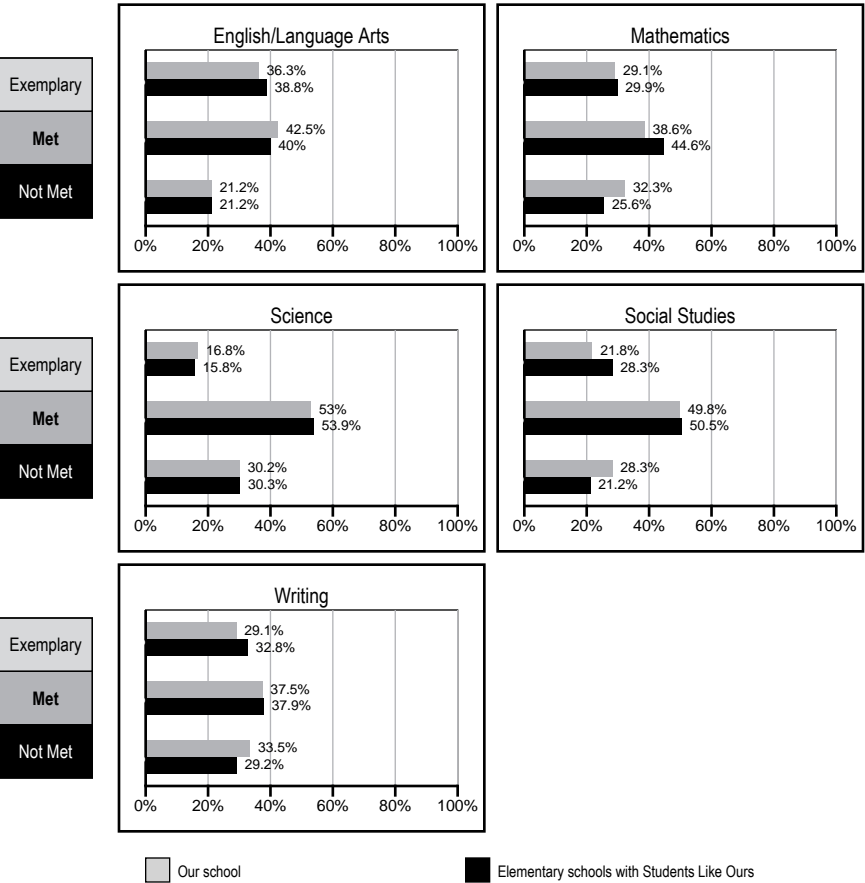
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	28	66	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,144)				
First graders who attended full-day kindergarten	89.6%	Down from 89.8%	100.0%	100.0%
Retention rate	2.1%	Down from 3.6%	2.0%	1.9%
Attendance rate	96.3%	No Change	96.2%	96.3%
Eligible for gifted and talented	13.0%	Up from 12.6%	11.1%	10.0%
With disabilities other than speech	8.6%	Up from 8.2%	8.7%	7.7%
Older than usual for grade	0.2%	Down from 1.1%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	58.6%	Down from 62.3%	58.8%	59.4%
Continuing contract teachers	72.9%	Down from 75.4%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 91.5%	86.1%	85.9%
Teacher attendance rate	94.9%	Up from 94.4%	95.3%	95.1%
Average teacher salary*	\$46,628	Up 3.5%	\$47,006	\$47,149
Professional development days/teacher	7.9 days	Down from 10.7 days	11.8 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 22.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 89.4%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,925	Down 1.4%	\$7,254	\$7,458
Percent of expenditures for instruction**	66.7%	Up from 64.1%	68.0%	68.8%
Percent of expenditures for teacher salaries**	61.5%	Up from 59.2%	63.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 1,100 students in Child Development through fifth grade. The 2008-2009 school year brought positive growth and accomplishments to our school. We focused our improvement efforts on raising MAP scores in all areas. We have used our MAP and DIBEL data as part of our efforts in grades K-5 to drive our instruction.

An advanced gifted class targeted students showing high academic achievement. Site licenses were purchased for reading comprehension and early reading skill building. The district has invested in an ASSIST (Accelerating Student Success through In-School Tutorials) computer lab this year to focus on various groups of students identified by teachers and administration. The students having academic difficulties, especially in math were entered into the program first. They worked in the lab daily on programs specific to their needs. It helped students move through academic programs at an individual pace with increased emphasis placed on problem solving and critical thinking. The district provided second grade reading interventionists to work with at-risk students. Our school paid for two part- time reading interventionists for grades one and three.

Devon Forest entered the second year of our positive approach to school discipline as part of the Positive Behavior Intervention and Support (PBIS) program. We established clear expectations for every part of our school and the expectations were taught and reinforced throughout the school year. The students were rewarded for demonstrating positive behavior. With PBIS came our Response to Intervention Team. This was a team of educators hand selected for their specialization in different areas of our school meeting weekly with teachers to find ways to help students academically and behaviorally.

Our parent volunteer program was expanded by our PTO. Programs implemented included a school-wide reading program, Student of the Month, and an academic recognition program. Home-school communication was continued through a consistent use of the school agendas in grades 1-5, weekly folders in K-5, and monthly school calendar of events. The district purchased a phone messaging system for all schools. Parenting events hosted by Title 1 proved to be very successful.

Many classes were involved with Kids Who Care projects, WDFE News Show, and Wee Deliver Postal Service. Students participated in the Greater Goose Creek Spelling Bee, Special Olympics, and STEP Art and Music Programs. Parents, community liaisons, and teachers were more involved throughout this year on our Title I Advisory Board set which goals for the future and developed additional ways to identify and serve our students' needs. Our students participated in Pennies for Patients, St. Judes Mathathon, and Jump Rope for Heart.

Cristen C. Mitchum, Principal

School Improvement Council – Cristie Mitchum, Samantha Kling, Audra Watson, Shannon Lee, Jennifer Bowen, Erika Wyatt, Jessica Coates, Jessica Donaldson, Kristina Fetty, Robin Smith

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	150	88
Percent satisfied with learning environment	100.0%	88.0%	87.4%
Percent satisfied with social and physical environment	100.0%	87.2%	82.8%
Percent satisfied with school-home relations	90.4%	87.2%	87.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
---------------------------	---

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	522	100	21	42.7	36.3	87.5	84.7	82.8	Yes	Yes
Gender										
Male	256	100	27.8	41.5	30.7	84.2	80.7	79.3	N/A	N/A
Female	266	100	14.5	43.9	41.6	90.6	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	318	100	17.9	41	41	88.9	88.5	89.5	Yes	Yes
African American	159	100	28.6	44.2	27.2	84.4	78.4	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	35	100	21.2	54.5	24.2	84.8	80.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	81	100	65.4	28.2	6.4	50	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	23.3	53.3	23.3	83.3	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	299	100	27.1	41.9	31	83.4	79.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	521	100	32.1	38.8	29.1	78.4	80.2	78.9	Yes	Yes
Gender										
Male	255	100	33.8	37.1	29.2	76.7	77.9	77	N/A	N/A
Female	266	100	30.6	40.4	29	80	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	317	100	28.4	36.9	34.6	81.7	85.4	87.2	Yes	Yes
African American	159	100	42.2	38.1	19.7	70.7	70.6	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	35	100	30.3	57.6	12.1	75.8	78.4	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	80	100	68.8	28.6	2.6	37.7	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	33.3	56.7	10	73.3	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	298	100	39.1	39.1	21.7	72.1	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	345	100	29.9	53	17.1	70.1	69.2	67.5
Gender								
Male	167	100	32.1	47.8	20.1	67.9	68.4	67
Female	178	100	27.8	58	14.2	72.2	70.1	68
Racial/Ethnic Group								
White	211	100	24.1	54.2	21.7	75.9	78.2	79.5
African American	103	100	39.6	49	11.5	60.4	53.6	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	25	100	N/AV	N/AV	N/AV	56.5	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	53	100	66.7	29.4	3.9	33.3	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	22	100	N/AV	N/AV	N/AV	57.1	64.6	59.6
Socio-Economic Status								
Subsided meals	197	100	37	51.6	11.4	63	59.5	55.1

Social Studies

All Students	342	100	28.2	50	21.8	71.8	74.2	72.3
Gender								
Male	163	100	28.8	45.8	25.5	71.2	73.3	71.5
Female	179	100	27.7	53.8	18.5	72.3	75.1	73.2
Racial/Ethnic Group								
White	208	100	24.3	50	25.7	75.7	80.5	80.7
African American	110	100	33.3	49	17.6	66.7	62.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	19	100	50	44.4	5.6	50	69.7	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	48	100	55.3	42.6	2.1	44.7	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	100	50	43.8	6.3	50	70.7	67.9
Socio-Economic Status								
Subsided meals	193	100	31.3	53.1	15.6	68.7	66	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	526	98.9	32.9	37.8	29.3	67.1	69.4	70.2	96.3	96.3
Gender										
Male	261	98.5	41.8	35.7	22.5	58.2	61.4	63.2	96.3	96.3
Female	265	99.3	24.4	39.8	35.8	75.6	77.9	77.5	96.2	96.4
Racial/Ethnic Group										
White	321	98.8	27.9	37.7	34.4	72.1	74.6	79.1	95.8	95.9
African American	158	98.7	41.8	40.4	17.8	58.2	60.1	57.6	97.1	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.4	86.2	97.2	97.5
Hispanic	36	100	50	29.4	20.6	50	63.2	62.6	96.8	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	63.2	68.7	98.2	95.8
Disability Status										
Disabled	83	97.6	82.1	15.4	2.6	17.9	26	26.1	95.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	51.6	29	19.4	48.4	62.4	61.2	97.3	96.9
Socio-Economic Status										
Subsidized meals	295	98.3	42.5	34.4	23.1	57.5	61	58.9	95.9	96

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	190	100	23.5	39.7	36.9	76.5
	4	167	100	18.8	42.5	38.8	81.3
	5	165	100	20.4	46.5	33.1	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	190	100	40.2	31.8	27.9	59.8
	4	166	100	15.7	46.5	37.7	84.3
	5	165	100	39.5	38.9	21.7	60.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	95	100	38.6	47.7	13.6	61.4
	4	166	100	22.6	56.6	20.8	77.4
	5	84	100	34.6	51.9	13.6	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	95	100	35.2	44	20.9	64.8
	4	166	100	19.5	57.9	22.6	80.5
	5	81	100	38.2	40.8	21.1	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	191	99	37.4	36.9	25.7	62.6
	4	170	98.2	30.6	40	29.4	69.4
	5	165	99.4	30.2	36.5	33.3	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample